

## HARLEYVILLE—RIDGEVILLE ELEMENTARY

1650 East Main St.  
Dorcheser, SC 29437

**GRADES** PK-5 Elementary School

**ENROLLMENT** 445 Students

**PRINCIPAL** Randy Eads 843-462-7671

**SUPERINTENDENT** Mary M. Rice-Crenshaw, Ed.D. 843-563-4535

**BOARD CHAIR** Dr. James Hodges 843-563-4535

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	57	34	2

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 11 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

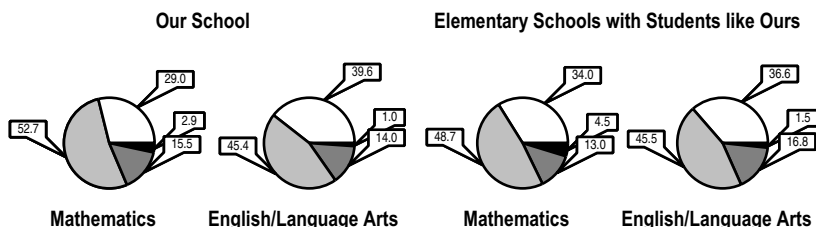
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	33	86	39
Percent satisfied with learning environment	62.5%	85.7%	73.7%
Percent satisfied with social and physical environment	66.7%	81.2%	53.8%
Percent satisfied with home-school relations	21.2%	90.6%	66.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	221	99.5	39.6	45.4	14.0	1.0	15.0	17.6
Gender								
Male	107	99.1	51.0	46.0	3.0	N/A	3.0	17.6
Female	114	100.0	29.0	44.9	24.3	1.9	26.2	17.6
Racial/Ethnic Group								
White	47	100.0	27.3	52.3	20.5	N/A	20.5	17.6
African-American	160	99.4	45.7	41.1	12.6	0.7	13.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	197	99.5	39.2	44.1	15.6	1.1	16.7	17.6
Disabled	24	100.0	42.9	57.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	221	99.5	39.6	45.4	14.0	1.0	15.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	219	99.5	39.8	44.8	14.4	1.0	15.4	17.6
Socio-Economic Status								
Subsidized meals	184	99.5	41.7	45.7	11.4	1.1	12.6	17.6
Full-pay meals	36	100.0	28.1	43.8	28.1	N/A	28.1	17.6

Mathematics								
All students	221	100.0	29.0	52.7	15.5	2.9	18.4	15.5
Gender								
Male	107	100.0	32.0	56.0	11.0	1.0	12.0	15.5
Female	114	100.0	26.2	49.5	19.6	4.7	24.3	15.5
Racial/Ethnic Group								
White	47	100.0	20.5	50.0	22.7	6.8	29.5	15.5
African-American	160	100.0	32.5	53.0	13.2	1.3	14.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	197	100.0	25.3	54.3	17.2	3.2	20.4	15.5
Disabled	24	100.0	61.9	38.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	221	100.0	29.0	52.7	15.5	2.9	18.4	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	219	100.0	28.4	53.2	15.4	3.0	18.4	15.5
Socio-Economic Status								
Subsidized meals	184	100.0	31.4	53.1	12.6	2.9	15.4	15.5
Full-pay meals	36	100.0	15.6	50.0	31.3	3.1	34.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	30.6	53.2	14.5	1.6	16.1
	Grade 4	87	N/A	32.9	54.1	12.9	N/A	12.9
	Grade 5	102	N/A	42.3	52.6	5.2	N/A	5.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	60	98.3	21.1	54.4	22.8	1.8	24.6
	Grade 4	67	100.0	39.3	39.3	19.7	1.6	21.3
	Grade 5	94	100.0	51.7	43.8	4.5	N/A	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	46.0	42.9	6.3	4.8	11.1
	Grade 4	87	N/A	35.3	48.2	15.3	1.2	16.5
	Grade 5	102	N/A	52.1	46.9	1.0	N/A	1.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	60	100.0	12.3	61.4	22.8	3.5	26.3
	Grade 4	67	100.0	36.1	47.5	11.5	4.9	16.4
	Grade 5	94	100.0	34.8	50.6	13.5	1.1	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 445)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.4%	Down from 5.6%	3.5%	2.4%
Attendance rate	94.7%	Down from 97.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.2%	Down from 8.0%	6.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.1%	Down from 5.4%	8.5%	8.0%
Older than usual for grade	2.2%	Down from 3.2%	2.7%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	30.2%	No change	46.5%	50.0%
Continuing contract teachers	86.0%	Up from 79.1%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.6%	N/A	82.5%	86.2%
Teacher attendance rate	92.5%	Down from 94.3%	94.3%	95.3%
Average teacher salary	\$38,003	Up 2.8%	\$39,095	\$39,909
Prof. development days/teacher	20.2 days	Up from 12.2 days	13.2 days	11.4 days

School				
Principal's years at school	3.0	No change	3.0	4.0
Student-teacher ratio	16.6 to 1	Down from 17.2 to 1	17.3 to 1	18.9 to 1
Prime instructional time	86.2%	Down from 90.0%	87.9%	89.7%
Dollars spent per pupil*	\$7,414	Up 15.4%	\$6,191	\$5,892
Percent spent on teacher salaries*	66.2%	Up from 63.7%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	77.3%	Up from 65.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff and faculty of Harleyville-Ridgeville Elementary are committed to providing a quality education for all of our students. We have a very dedicated, energetic, and hard working staff whose number one goal is academic excellence. The staff delivers a quality curriculum in a nurturing, caring environment. To accomplish our goal of academic excellence, the school holds high expectations for all students and delivers a number of quality, research-based programs such as the Cunningham's 4-blocks language arts, Harcourt Brace Math, Reading Recovery, Accelerated Reader, and CCC Computer Lab.

Our staff continuously takes steps to improve their teaching skills and to improve our total school program. Many teachers are active participants in the South Carolina Reading Initiatives course and the 6+1 Writing Course. HRE is one of seven schools in the state of South Carolina associated with the National Blue Ribbons Schools of Excellence program. Through this partnership we have and will continue to reap the benefits of national research into best educational practices. HRE's 4th grade teachers presented their "Native Americans; The First Dlg" Social Studies unit at the National Blue Ribbon Schools Reform conference which featured best practices in America's schools. HRE's parenting program "Facts and Families" was featured at the National Rural Education Conference. As a result of our partnership, students at HRE were able to participate in hands-on science experiments presented by NASA. HRE was selected as ABC TV 4's Charleston's Promise School of the Month for May.

Additional services are provided to students through after-school programs such as our homework center, Academic Assistance Program, Earth Force Science Program, Saxon Math, and Soar to Success Program. This past year we added two programs to meet the needs of our 4th and 5th grade accelerated students.

Through the hard work and dedication of the H-R staff, students, parents, and community, our 2001-2002 test scores indicated that the number of students scoring basic or above increased for the second year in a row. Our Math scores increased by 17% at the fourth grade level (more than two times the state average of 7%) and 20% at the fifth grade level (two and a half times the 8% state average). At the time of this report (summer 2003), I have not received the scores for this year. However I will state that our goal for the 2003-2004 will be to continue to increase the number of students that score proficient or advanced.

We feel that parents are vital to our success and encourage you to be an active participant in your child's education. Parents are kept well informed through weekly updates from teachers, monthly school newsletters, and individual parent conferences.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.